

**Recommendations to Remove Stipulations for  
Reach Institute for School Leadership  
June 2013**

**Overview of this Report**

This agenda item presents a report on the progress of Reach Institute for School Leadership (Reach) in addressing the stipulation placed upon the institution by the COA in June 2012 and recommends the removal of the stipulation.

**Staff Recommendations**

1. Staff recommends that the stipulation from the 2012 accreditation visit be removed.
2. Staff recommends that the accreditation decision be changed from Accreditation with Stipulations to **Accreditation**.

**Background**

In May 2012, a site visit team recommended that the COA grant **Accreditation with Stipulations** to Reach based on the findings from the accreditation site visit. The accreditation report can be found here:

[https://info.ctc.ca.gov/fmi/xsl/cnt/Accreditation%20Report%20for%20Reach%20Institute.pdf?-db=PSD\\_Program\\_Sponsors\\_DB&-lay=web\\_Accreditation\\_Reports&-recid=163&-field=COA\\_Report\\_Site\\_Visit](https://info.ctc.ca.gov/fmi/xsl/cnt/Accreditation%20Report%20for%20Reach%20Institute.pdf?-db=PSD_Program_Sponsors_DB&-lay=web_Accreditation_Reports&-recid=163&-field=COA_Report_Site_Visit).

In June 2012, the COA placed one stipulation upon Reach, based on issues with Common Standards 7 and 8 and Program Standards for the Multiple/Single Subjects Credential program and the General Education Induction Program. The letter stating COA action is available at the following link:

[https://info.ctc.ca.gov/fmi/xsl/cnt/2012-06-28%20REACH%20%20Accred%20w%20Stip.pdf?-db=PSD\\_Program\\_Sponsors\\_DB&-lay=web\\_Accreditation\\_Reports&-recid=163&-field=COA\\_Letter](https://info.ctc.ca.gov/fmi/xsl/cnt/2012-06-28%20REACH%20%20Accred%20w%20Stip.pdf?-db=PSD_Program_Sponsors_DB&-lay=web_Accreditation_Reports&-recid=163&-field=COA_Letter).

This report provides an update on the progress the institution has made on each of four elements in the stipulation. Staff and team lead recommendations regarding each stipulation, based on monthly dialogues and submission of documentation of progress by the institution, are provided here.

<b>Stipulation from the 2012 Accreditation Visit and Staff Recommendations</b>	
That within a year of the site visit, the Reach Institute for School Leadership is to provide the Committee on Accreditation with a written response including evidence that addresses the issues identified in the accreditation report in Common Standards 7 and 8, and in the MS/SS Intern program and General Education Induction Program pertaining to developing a consistent system documenting that:	
<b>Stipulation Elements:</b>	<b>Staff/Team Lead Recommendation</b>
1. Multiple Subject intern candidates have experience in a classroom where beginning reading is taught (Standard 7A),	Removal of this Element of the Stipulation

2. Multiple and Single Subject intern candidates participate in structured and guided observations or participate in instruction of students in settings and grade levels different from their regular assignments (Standard 14),	Removal of this Element of the Stipulation
3. Multiple and Single Subject intern candidates have site level support that is experienced in their curricular area (Standard 15), and	Removal of this Element of the Stipulation
4. General Education Induction Program candidates demonstrate the ability to provide accommodations and implement modifications for students with special needs (Standard 6[b]).	Retain this Element of the Stipulation

Additional information on each of these recommendations is provided below.

<p style="text-align: center;"><b>Stipulation 1 Regarding:</b></p> <p><b>Common Standard 7:</b> Field Experience and Clinical Practice</p> <p><b>Common Standard 8:</b> District-Employed Field Supervisors</p> <p><b>Multiple Subject Program Standard 7A:</b> Multiple Subject Reading, Writing, and Related Language Instruction</p> <p><b>Multiple and Single Subject Program Standard 14:</b> Learning to Teach through Supervised Fieldwork</p> <p><b>Multiple and Single Subject Program Standard 15:</b> Qualifications of Individuals who Provide School Site Support</p> <p><b>General Education (MS/SS) Induction Program Standard 6(b):</b> Teaching Special Populations</p>
<p>The above stipulation, with its 4 elements, is directly related to issues with Common Standards 7 and 8:</p>
<p><b>Common Standard 7 Language:</b> <i>The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all candidates effectively so that P-12 students meet state-adopted academic standards.</i></p>
<p><b>Rationale for Decision on Standard 7</b></p> <p>Through interviews and document review, the team found that although the multiple and single subject program does have a planned sequence of field experiences, the program does not have a consistent system to ensure and document that all candidates participate in the experiences as required in the standard.</p>
<p><b>Common Standard 8 Language:</b> <i>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</i></p>
<p><b>Rationale for Decision on Standard 8</b></p>

The multiple and single subject intern program does not have a systematic way to document that intern candidates receive support at the site level from individuals experienced and credentialed in the intern's assignment.

The four elements of this stipulation that are specific to three of Reach's programs are addressed below.

**Stipulation:** That within a year of the site visit, the Reach Institute for School Leadership is to provide the Committee on Accreditation with a written response including evidence that addresses the issues identified in the accreditation report in Common Standards 7 and 8, and in the MS/SS Intern program and General Education Induction Program pertaining to developing a consistent system documenting:

**Stipulation Element #1:**

That Multiple Subject intern candidates have experience in a classroom where beginning reading is taught (Standard 7A).

**Standard 7A Language:**

*The preparation program provides each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught.*

**Rationale:**

Standard 7A (Multiple Subject only): Through interviews and a review of documents, the team found that the program does not have a consistent system that provides multiple-subject candidates with experience in a classroom where beginning reading is taught.

**Reach's Response:** Multiple Subject Reach candidates participate in a range of field experiences that provide access to classrooms where beginning reading is taught. These experiences include, at minimum, some combination of: guest teaching in various grade levels, guest co-teaching observing master teachers (in person or on video), video observation and feedback of the candidate's or a peer's classroom, lesson study, collaborative planning reflection, adjustments to the candidate's assignment, or modeling of instruction by the field coach in the candidate's classroom.

While there is no set order that a candidate must complete a range of experiences, Reach coaches work with each candidate, with the oversight of the program director, to create a program that addresses the needs of the candidate, the candidate's school, and meets the requirements of the program standards for beginning literacy. These experiences are documented throughout the candidate's experience using a master spreadsheet for each candidate (document provided by institution). The program team meets not less than four times annually throughout each candidate's experience, the candidate, coach (field supervisor) and program director are routinely assessing the experiences of the candidate in this area, adjusting and seeking out other opportunities as necessary. At the end of each year, the Associate Director reviews the candidate's master document to ensure sufficient progress toward program goals and objectives.

<b>Stipulation Element #2:</b> That Multiple and Single Subject intern candidates participate in structured and guided observations or participate in instruction of students in settings and grade levels different from their regular assignments (Standard 14).	
<b>Standard 14 Language:</b> <i>The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.</i>	<b>Reach's Response:</b> Reach candidates participate in a range of field experiences that provide access to different classrooms and grade levels. The Reach faculty has compiled a list of experiences that provide access to different grade levels and assignments in the candidate's subject area. These include: teaching in various grade levels, guest teaching a sequence of lesson or a unit, guest co-teaching, observing master teachers in person or on video, collaborative planning and reflecting, video observation and feedback of the candidate or a peer's classroom, and when necessary, adjustments to the candidate's assignment.  For each candidate, the coach, candidate and program director work together to design a set of field experiences that provide a rich and varied experience for each candidate in his or her subject area. These experiences are documented throughout the candidate's experience using a master spreadsheet for each candidate (sample provided to CTC consultant). Throughout the candidate's experience, the coach and program director are constantly assessing the experience of the candidate in order to ensure a broad range of field experiences. At the end of each semester, the candidate and coach review the field experiences the candidate participated in, and plan for the next semester. The Program Director reviews and oversees each candidate's progress as well.
<b>Stipulation Element #3:</b> That Multiple and Single Subject intern candidates have site level support that is experienced in their curricular area (Standard 15).	
<b>Standard 15 Language:</b> <i>Each intern receives support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment.</i>	<b>Reach's Response:</b> Site supervision in Reach is provided by Reach Consortium assigned field coaches (full release support providers) designated to work with specific schools. Because the Reach Consortium is a consortium of districts, Reach Consortium personnel are assigned to member districts/LEAs on a full-time equivalency basis. Reach coaches are trained as generalists and develop significant expertise in teaching and learning across subject areas and grade levels. Due to the small size of Reach schools and programs, combined with the diverse needs of participants, Reach coaches must sometimes supplement their own
<b>Rationale:</b> Through interviews and document review, the team	

<p>found that the program does not have a consistent system to document that candidates participate in structured and guided observations or participate in instruction of students in settings and grade levels different from their regular assignments.</p>	<p>guidance to ensure that participants receive the support they need (subject area guidance, age level guidance, specific credentials, etc.). The following is the range of methods used to supplement Reach assigned coaches at the site:</p> <p><u>Core Approaches:</u></p> <ul style="list-style-type: none"> <li>• Reach Coach provides direct guidance in subject area/age group</li> <li>• Reach faculty with specialized expertise/credentials provide specific field support/coaching</li> <li>• Site based teachers with appropriate experience/credentials/quality are identified to support</li> <li>• School/Reach agreements regarding appropriate orientation, site logistics, problem solving</li> </ul> <p><u>Supplemental Approaches:</u></p> <p>In circumstances where unique assignments require additional support, coaches may:</p> <ul style="list-style-type: none"> <li>• Utilize identified specialized experts (subject matter, age level, etc., drawn from other schools or adjunct faculty)</li> <li>• Clustering of Reach participants at a site to target support</li> <li>• Participation in school site professional learning communities</li> </ul> <p><u>Practices</u></p> <ul style="list-style-type: none"> <li>• Experiential learning cycles</li> <li>• Lesson study</li> <li>• Collaborative planning</li> <li>• Observation of (in person/video)</li> <li>• Observation by (in person/video)</li> <li>• Curriculum review/analysis</li> <li>• Problem posing/problem solving</li> <li>• Case study student analysis</li> <li>• Analysis of student work</li> </ul> <p><u>Sources</u></p> <ul style="list-style-type: none"> <li>• Program coordinator reports</li> <li>• Inter Program Standards 7, 8 and 14</li> <li>• Course syllabi</li> <li>• Internal memo: “Reach Teacher Pipeline Field Experience Requirements”</li> </ul>
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<b>Stipulation Element #4:</b> General Education Induction Program candidates demonstrate the ability to provide accommodations and implement modifications for students with special needs (Standard 6[b]).	
<b>Standard Language:</b> <i>Based on assessed student needs, participating teachers provide accommodations and implement modifications.</i>	<b>Reach's Response:</b> Staff and the team lead asked for more documentation on this element of Reach's response. When it is available it will be reviewed and this portion updated and included as an insert to the agenda.
<b>Rationale:</b> Through interviews and document review, the team found that the program does not have a consistent system to document that candidates demonstrate the ability to provide accommodations and implement modifications for students with special needs.	

### Next Steps

Reach Institute for School Leadership faculty and staff believe that they have complied with the COA's requirements in order to remove the stipulation. Based on the documentation provided, Commission staff proposes that the Committee on Accreditation remove the stipulation placed on the institution in 2012 and change the accreditation status of Reach Institute from Accreditation with Stipulations to **Accreditation**.